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ABSTRACT

Over the three year period 1975 to 1977, career program graduates increased from 389 to 534, or 60% of all graduates in 1977, while transfer program graduates decreased from 501 to 409. Career curriculum graduation in 1977 tended to be distributed broadly with highest numbers in Nursing (153), Law Enforcement (67), and Business Management (62). Decreases of 166 in General Studies and 89 in Arts and Sciences accounted for most of the transfer graduate decline. Female graduate headcount showed an overall increase; career graduates increased from 242 to 314 while transfer graduates decreased from 217 to 190. Males showed similar but stronger patterns: 147 to 220 in career graduations, and 284 to 219 in transfer graduations. Blacks numbered 156 of the 943 graduates in 1977, an increase of 45 over 1975; Black career graduates increased from 66 to 98, and while an overall increase in transfer graduates occurred over the three years (45 to 58), a slight decline was experienced in 1977, following the general pattern. Total enrollments for fall of 1975 and 1976 indicate the shift toward career education will continue. Data are presented by sex, race, and curricula for graduates, and summary statistics for enrollments by curriculum are appended. (RT)

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PRINCE GEORGE'S COMMUNITY COLLEGE

Report No. 77-31: Increases in Career Program Graduations
and Decreases in Transfer Program Graduations
in the mid-Seventies

Introduction

In 1977, career curricula showed continuing strong growth in program graduates. There were 534 career program graduates in 1977, compared with 436 the previous year and 389 two years earlier. (See Table 1.) At the same time there were continuing decreases in the number of transfer program graduates, down to 409 from a level of 477 the previous year and 501 a year earlier. As a result of these trends, occupationally oriented graduates now constituted 60 percent of all graduates, not counting the job-oriented program titles like Business Administration and Recreation listed under transfer programs. The pragmatic orientation toward jobs and careers in today's academic marketplace was thus being increasingly reflected in the types of degrees being awarded.

Career and Transfer Graduations by Curricula

Increased graduations in career curricula tended to be distributed broadly among a number of different curricula, as shown in Table 1. Analysis of career graduations under major headings indicated that Nursing accounted for 153 of the 222 Health Technology graduates. Law Enforcement (67) was the largest of the 175 Scientific/Service Technology graduations. Business Management (62) accounted for the greatest number of the 137 Business Technology graduations.

In the transfer area, there were small to moderate declines across the board among major program categories. General Studies, Business Administration, Arts and Sciences, and Education Programs all had decreases.

Career and Transfer Graduations according to Sex

The College's headcount of female graduates increased to 504 in 1977, representing a stronger majority of females than in the previous two years. There were 439 male graduates out of the total of 943, indicating no trend toward an increase in total male completions. As shown in Table 2, both male and female graduates increased in career programs. There was a *strong decrease* of male transfer graduates, and a continuing *modest decrease* of female transfer graduates.

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Further analysis indicated that the net increase of 43 male graduates in career programs was associated with Public Service technologies (+24, with notable growth in Law Enforcement), Engineering Technologies (+20), Data Processing (+17), and Business Technology (+15). The net decrease of 57 males in the transfer area was associated with decreases in the Business Administration curriculum (-15) and the Arts and Science curriculum (-15), as well as Engineering (-10) and General Studies (-9).

There was a net increase of 55 female graduates in career programs. Female growth fields in the career area included Nursing (+33), Business Technology (+29), and Data Processing (+10). Female graduations had a net decrease of eleven in transfer curricula, with losses in Arts & Science (-15) and Education (-12), but an increase in Business Administration (+9).

Career and Transfer Graduations by Race

Graduations of black students continued to increase, with 12 black graduations out of a total graduate increment of 30 in the 1976-1977 period. (See Table 3.) There was an increase of 20 graduations of blacks in career programs, and a decrease of 8 blacks in transfer programs. In June 1977, blacks now constituted 17 percent of all graduates, compared with 13 percent two years earlier.

White students showed little increase in total graduations. There was a net increase of eight whites, compared with 12 blacks and 10 "other." But this represented an increase of 65 whites in career programs, and a decrease of 57 whites in transfer programs.

Discussion

Three-year trends in career and transfer graduations in 1977 continued to reflect the shift of the Seventies toward a greater job and career emphasis in community college service to its students. Not only were career programs enrolling more students (Report 76-19 showed a fall increase of 889 career students and a decrease of 179 transfer students; see appendix.) Career programs were also graduating more students, across the board in a variety of curricula. Male graduations were increasing in law enforcement, technician programs, data processing, and business management. Female graduations included strong growth in nursing, business management, and data processing. Both blacks and whites were involved in the career graduate increases, and the transfer graduate decreases.

*Paul Larkin, Director
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7/18/77

Table 1

PRINCE GEORGE'S COMMUNITY COLLEGE
Graduates by Curriculum, 1975 - 1977

<u>CURRICULUM</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
CAREER CURRICULA	<u>389</u>	<u>436</u>	<u>543</u>
<u>Health Service Technology</u>	<u>194</u>	<u>210</u>	<u>222</u>
Nursing	<u>120</u>	<u>148</u>	<u>153</u>
X-Ray Technician	14	14	20
Human Services/Mental Health	25	17	19
Dental Assistant	21	17	12
Medical Laboratory Technician	14	14	12
Child Care Assistant	0	0	6
<u>Scientific/Service Technology</u>	<u>102</u>	<u>132</u>	<u>175</u>
Public Services	<u>47</u>	<u>51</u>	<u>72</u>
<i>Law Enforcement</i>	44	48	67
<i>Fire Science</i>	3	3	5
Computer/Data Processing	32	37	59
<i>Business Computer Programming</i>	N.A.	N.A.	18
<i>Computer Management</i>	N.A.	N.A.	18
<i>Data Processing</i>	32	31	10
<i>Computer Operations-Lyr. Cert.</i>	N.A.	N.A.	7
<i>Computer Science</i>	N.A.	N.A.	6
<i>Computer Programming-Lyr. Cert.</i>	N.A.	6	0
Engineering Technology	23	44	44
<i>Electronics Engineering</i>	12	23	32
<i>Drafting Technology</i>	6	8	5
<i>Civil Engineering</i>	1	8	3
<i>Industrial Engineering</i>	2	1	2
<i>Mechanical Engineering</i>	2	1	2
<i>Electrical Engineering</i>	0	3	0
<u>Business Technology</u>	<u>93</u>	<u>94</u>	<u>137</u>
Business	<u>66</u>	<u>74</u>	<u>110</u>
<i>Business Management</i>	35	33	62
<i>Accounting</i>	27	31	40
<i>Marketing Management</i>	4	10	8

Table 1 continued

Graduates by Curriculum, 1975 - 1977

<u>CURRICULUM</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
CAREER CURRICULA (continued)			
<u>Business Technology (continued)</u>			
Secretarial Science	27	20	27
<i>Executive Secretarial</i>	15	5	8
<i>General Secretarial</i>	6	7	8
<i>Legal Secretarial</i>	0	2	7
<i>Clerk Typist-lyr. Cert.</i>	2	0	3
<i>General Secretarial-lyr. Cert.</i>	4	2	1
<i>Medical Secretarial</i>	0	4	0
TRANSFER CURRICULA	501	477	409
<u>General Studies</u>	208	242	194
<u>Business Administration</u>	93	89	87
<u>Arts and Sciences</u>	128	92	75
Art	26	25	26
Arts and Sciences	54	43	24
Recreation	23	9	9
Music	7	3	6
Engineering	15	8	5
International Affairs	3	4	4
Urban and Environmental Studies	0	0	1
<u>Education Programs</u>	72	54	53
Secondary Education	33	16	25
Elementary Education	37	27	19
Secretarial Education	1	1	4
Physical Education	0	6	3
Health Education	0	0	1
Industrial Arts Education	0	3	1
General Business Education	1	1	0
GRAND TOTAL	890	913	943

SOURCE: Institutional Research Office.

7/1/77

Table 2

PRINCE GEORGE'S COMMUNITY COLLEGE

Comparison of Number of Career and Transfer Program Graduates
by Sex, 1975 - 1977

		<u>June 1975</u>	<u>June 1976</u>	<u>June 1977</u>
Career Graduates	Male	147	177	220
	Female	242	259	314
	Total	<u>389</u>	<u>436</u>	<u>534</u>
Transfer Graduates	Male	284	276	219
	Female	217	201	190
	Total	<u>501</u>	<u>477</u>	<u>409</u>
All Graduates	Male	431	453	439
	Female	459	460	504
	Total	<u>890</u>	<u>913</u>	<u>943</u>

SOURCE: Institutional Research office

7/1/77

Table 3

PRINCE GEORGE'S COMMUNITY COLLEGE

Comparison of Number of Career and Transfer Program Graduates
by Race, 1975 - 1977

		<u>June 1975</u>	<u>June 1976</u>	<u>June 1977</u>
Career Graduates	Black	66	78	98
	White	321	353	418
	Other	<u>2</u>	<u>5</u>	<u>18</u>
	Total	389	436	534
Transfer Graduates	Black	45	66	58
	White	450	398	341
	Other	<u>6</u>	<u>13</u>	<u>10</u>
	Total	501	477	409
All Graduates	Black	111	144	156
	White	771	751	759
	Other	<u>8</u>	<u>18</u>	<u>28</u>
	Total	890	913	943

SOURCE: Institutional Research office.

7/1/77

PRINCE GEORGE'S COMMUNITY COLLEGE

Report No. 76-19: Enrollments by Curriculum in the Context
of Developing Principles of Evaluation

Introduction

On the issue of curriculum effectiveness in the community college, Dorothy Knoell has recently asked if the typical catalog adequately describes the utility rendered to the student consumer (1976). Today's part time student may resemble yesterday's "graduate student" more than the "undergraduate." A recent statewide follow-up study in Maryland raised similar questions about program concepts: "The traditional concept of a program in community colleges should be reconsidered." The rationale given was that only a minority of students now complete an academic program, and special students rate their educational experiences as highly as regular students. "Fewer students are using the traditional program structure, and they are finding success as special students. It is recommended that governing boards and appropriate faculty committees review the traditional definition of a program and consider alternate ways to plan, structure, implement, and evaluate educational experiences (Tschechtelin, 1976)."

Evaluation of educational experiences along these lines implies the need for criteria to establish program priorities. A proposed program monitoring system in Maryland would consider such elements as program dollar costs, enrollment and completions factors, student follow-up results (goal achievement, salaries, satisfaction), and job-market differentials for career programs. Year-to-year changes in enrollments by curriculum must be understood in the context of this increasing pressure for evaluation.

Enrollment by Curriculum Findings, 1975-1976

As indicators of student behavior, enrollments by curriculum indicate present student goals and a probable continuing or developing pattern of future course enrollments. Direction of trend at Prince George's Community College thus becomes known. In comparing student enrollments by curriculum for fall 1976 and fall 1975, it was found that a greater proportion of the students "matriculated" in fall 1976 than in fall 1975 (Table 1). "Matriculated" means enrolled for a specific program of studies such as Nursing or Music. Students who are not matriculated are called "Special" students. A decrease of 225 Special students between 1975 and 1976 reduced the Special student percentage of the total student body from 22 to 19 percent.

Transfer curriculums showed enrollment decreases between 1975 and 1976. Fewer students in General Studies (-166) and Arts and Sciences (-89) accounted for the majority of the 179 net student loss in Transfer curriculums (Table 2). These losses were somewhat offset by slight gains in Business Administration, which was a growth program element within the Transfer category.

The Career Category also includes business-related curriculums, but other occupational programs also had strong growth. Business Technology programs within the Career Curriculums showed increased enrollment in fall 1976, as Accounting grew by 108 students and Business Management by 124. The largest contributions to the Career growth, however, came from Nursing (266) and Computer Technology (125). The resulting net growth of 889 students in Career curriculums changed the relative distribution of students, bringing Career and Transfer headcounts closer together, with 39 percent Career and 42 percent Transfer.

While Career program growth represented a continuation or intensification of 1970-1975 trends, reductions in Transfer and Special enrollments indicated a shift in trends. They had been growing moderately, rather than decreasing, prior to this point in time.

Interpretations of the possible sources of change, and evaluations of change, should be made cautiously. Changes in enrollment patterns could indicate student motivational changes such as greater career orientation, institutional changes such as new curriculum definitions, or an interaction of student and institution such as that which occurs during the registration or the advisement process.

Case History

One curriculum recently considered for informal evaluation was International Relations. Some felt that there was little job opportunity for a graduate with an A.A. degree in this field. Those with graduate school degrees were currently going begging for employment. The program was only enrolling 30 or 40 students annually. Since 1970, there had been only three or four graduates per year. Given limited resources, would students not have better opportunity in International Trade as a field of promise? Would it be more effective to modify the existing program, or to discontinue it in order to allow more freedom in structuring a new curriculum? This is the kind of question which has to be asked when effectiveness rather than efficiency is the evaluative criterion.

Discussion

Curriculum evaluation permits a re-examination of the assumptions which have gone into policy making and planning. The fact that career program enrollments grew in the 1975-1976 period must be contrasted with the decrease in transfer program enrollments such as General Studies. What does this say about what the College is offering and what the students are choosing? A similar question can be asked about the decrease in Special Student enrollments, at a time when redefinitions and procedures to reduce the mere "catch-all" use of this category have had time to take effect. Are there ways that the College can more effectively facilitate the goal achievement of those who are taking career programs, those who are taking General Studies, and those who are enrolling as Special students? In what way do the needs for continuing education through the lifespan interact with the needs for credentials such as certificates in a rapidly changing society?

The College's larger commitments to County citizens need to be assessed in the light of ongoing evidence about the way students are using the College resources. The findings of this report represent one more ingredient in the story of the College's ongoing interaction with its community. It is important not to pay attention to one ingredient alone among many, but the facts about enrollments by curriculum raise new questions for continuing program evaluation. The annual update of the Master Plan offers the best means available to incorporate insights from evaluation into the planning process.

*Paul Larkin, Director
Institutional Research Center*

11/15/76

Sources

Knoell, Dorothy, *Through the Open Door, A study of Patterns of Enrollment and Performance in California's Community Colleges*, California Postsecondary Education Commission, February, 1976

Tschechtelin, James, *Implications of Two Statewide Follow-Up Studies for Planning and Evaluation*, S.B.C.C., November, 1976.

Table 1

PRINCE GEORGE'S COMMUNITY COLLEGE

Summary of Enrollments by Curriculum Type
Fall 1975 and Fall 1976

<u>TYPE OF CURRICULUM</u>	<u>Fall 1975</u>		<u>Fall 1976</u>		<u>Increase Decrease</u>
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	
Regular Students					
Career	3,747	33%	4,636	39%	889
Transfer	5,163	45	4,984	42	-179
Special Students	2,520	22	2,295	19	-225
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
TOTAL	11,430	100%	11,915	100%	485

SOURCE: Institutional Research Center, based on
Computer Science Center reports.

10/18/76

Table 2

PRINCE GEORGE'S COMMUNITY COLLEGE
Fall Enrollments by Curriculum, 1975-1976 *

<u>CURRICULUM</u>	<u>1975</u>	<u>1976</u>	<u>Increase/ Decrease</u>
TECHNICAL AND CAREER CURRICULA	3,747	4,636	889
<u>Scientific/Service Technology</u>	1,512	1,675	163
Public Services Technology	668	692	24
Law Enforcement	496	516	20
Fire Science	84	88	4
Recreation Leadership	88	88	0
Computer Technology	465	590	125
Electronics Engineering Technology	172	186	14
Drafting Technology	73	62	-11
Mechanical Engineering Technology	39	50	11
Civil Technology	45	45	0
Electrical Engineering Technology	44	40	-4
Industrial Engineering	6	10	4
<u>Health Service Technology</u>	1,174	1,607	433
Nursing	761	1,027	266
X-Ray Technician	86	135	49
Mental Health	138	116	-22
Medical Laboratory Technology	93	113	20
Dental Assistant	75	88	13
Child Care Assistant	19	52	33
Respiratory Therapy	0	46	46
Nuclear Medicine Technician	2	16	14
Medical Records Technician	0	14	14
<u>Business Technology</u>	1,061	1,354	293
Business Management	357	481	124
Accounting	358	466	108
General Secretary	86	93	7
Marketing Management	69	89	20
Legal Secretary	71	81	10
Executive Secretary	63	72	9
Secretarial Science	28	33	5
Medical Secretary	29	30	1
Clerk Typist	0	9	9

* Does not include the following curricula for which no enrollments were reported: Computer Science, Computer Management, Computer Programming, Computer Operations, Day Care, Real Estate, Residential Construction.

Table 2 (cont'd.)

Fall Enrollments by Curriculum, 1975-1976 (continued)

<u>CURRICULUM</u>	<u>1975</u>	<u>1976</u>	<u>Increase/ Decrease</u>
ARTS AND SCIENCES CURRICULA	5,163	4,984	-179
<u>General Studies</u>	2,771	2,605	-166
<u>Business Administration</u>	910	963	53
<u>Liberal Arts and Sciences</u>	1,012	962	-50
Arts and Sciences	449	360	-89
Art	218	219	1
Engineering	209	216	7
Music	102	115	13
International Affairs	34	40	6
Urban and Environmental Studies	0	11	11
Recreation	0	1	1
<u>Education Program</u>	470	454	-16
Elementary Education	185	167	-18
Physical Education	67	68	1
Secondary Education	88	65	-23
General Business Education	48	53	5
Health Education	29	41	12
Secretarial Education	27	40	13
Industrial Arts Education	26	20	-6
SPECIAL STUDENTS	2,520	2,295	-225
 TOTAL	 11,430	 11,915	 485

SOURCE: Computer Science Center report STU 218.

10/21/76

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